EL TEACH SCHEME OF WORK TEMPLATE

Subject: Literature-in-English **Grade Level:** Year 12 (SS 3) **Term:** First Term **Syllabus:** 2026-2030 WASSCE Syllabus

Expected Term Learning Outcomes: By the end of the term, the learner should be able to:

- Recall and describe key facts, settings, characters, and dialogues of selected Shakespeare text.
- Analyze themes, styles, and characters in cultural, social, and moral contexts.
- Identify and interpret literary devices in the selected texts.
- Express informed personal responses, appreciating diverse perspectives.
- Demonstrate interpretation and presentation skills through discussions, enactments, and analyses.

Week	Lesson	Topic/ Sub-Topic	Content	Expected Learning Outcomes	Learning Activities	Materials/Aids	References
1	Literature Criticism & Literary Appreciation –	Aspect and Concept	• Definition of literature criticism • Types (formal, impressionistic, historical, moral) • Concept of literary appreciation; Purpose and scope.	Students will be able to: 1. Define literary criticism and appreciation. 2. Differentiate between types of criticism. 3. Explain the relevance of literary appreciation.	• Teacher-led lecture • Class discussion on examples • Group analysis of a short text using a critical approach.	Whiteboard, markers, sample short text.	• Abrams, M.H. A Glossary of Literary Terms.
2	Appreciation of Shakespeare's Antony and Cleopatra – Background	Antony and Cleopatra – Background	• Biography of William Shakespeare • Historical and cultural context of Elizabethan era • Background and setting of Antony and Cleopatra • Plot overview (Acts I–V).	Students will be able to: 1. Outline Shakespeare's life and works. 2. Explain the play's historical background. 3. Summarize the plot.	• Multimedia presentation • Timeline creation of Shakespeare's works • Class reading of plot summary.	Copies of the play Projector/slides.	Shakespeare, William. Antony and Cleopatra.
3	Appreciation of Shakespeare's Antony and Cleopatra	In-depth Reading of Acts I & II – Characters	• Detailed analysis of Acts I–II • Introduction to major and minor characters • Character traits, motivations, and relationships.	Students will be able to: 1. Summarize Acts I & II. 2. Identify major/minor characters. 3. Discuss character development.	• Group role reading • Character mapping • Teacher-led discussion on character motives.	Annotated text Character charts.	Shakespeare, William. Antony and Cleopatra.

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4	Appreciation of Shakespeare's Antony and Cleopatra – Background	In-depth Reading of Acts III & IV – Style & Dramatic Technique	• Analysis of Acts III–IV; Shakespeare's language style • Dramatic techniques (soliloquy, imagery, irony, foreshadowing, symbolism).	Students will be able to: 1. Summarize Acts III–IV. 2. Identify literary style and techniques. 3. Give examples from the text.	• Group annotation of key scenes • Style analysis exercise • Teacher explanation with examples.	Text excerpts; Whiteboard.	Abrams, M.H.; Shakespeare, William.
5	Appreciation of Shakespeare's Antony and Cleopatra – Background	Thematic Focus & Dramatic Technique	• Major themes (love vs duty, loyalty, betrayal, fate) • Recap of dramatic devices • Relevance of themes to contemporary society.	Students will be able to: 1. Identify and explain themes. 2. Analyze how themes are developed. 3. Relate themes to modern life.	• Thematic group presentations • Class debate on relevance of themes.	Theme charts; Text references.	Shakespeare, William.
6	Appreciation of Shakespeare's Antony and Cleopatra	Shakespearean Play Performance	• Selected scenes from Antony and Cleopatra • Dialogue delivery • Elements of drama – conflict, catharsis, setting, stagecraft.	Students will be able to: 1. Perform selected scenes. 2. Apply elements of drama in performance. 3. Demonstrate teamwork in dramatization.	• Group rehearsals; • Class performance; • Peer feedback session.	Stage props, costumes, text excerpts.	Shakespeare, William.; Esslin, Martin.
7		Mid	Term	Break			

Note: Mid-term break is often observed in Week 7

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8	**Unseen Prose**	Introduction to Unseen Prose	• Definition; Tools for prose analysis; Features of prose; Narrative elements (theme, plot, setting, mood, atmosphere, narrative techniques).	Students will be able to: 1. Identify features of unseen prose. 2. Apply analysis tools. 3. Interpret prose extracts accurately.	• Teacher modelling of analysis • Group work on sample unseen prose • Peer marking of short analysis.	Sample unseen prose texts; Analysis guide.	Perrine, Laurence. Story and Structure.
9	**Unseen Poetry**	Introduction to Unseen Poetry	• Tools for poetry analysis • Features (meter, figurative speech, form, rhythm, sound) • Poetic devices – tropes and schemes • Elements (rhyme, symbol, consonance).	Students will be able to: 1. Identify features of poetry. 2. Analyze poetic devices. 3. Interpret unseen poems.	• Teacher-led reading; Group poem annotation • Class discussion on meaning and devices.	Sample unseen poems; Whiteboard.	Perrine, Laurence. Sound and Sense.
10	Literary Devices & Literary Breakout	Literary Devices & Literary Breakout	• Revision of major literary devices • Overview of notable poets, playwrights, novelists • Their contributions to literature.	Students will be able to: 1. Recall major literary devices. 2. Identify notable literary figures. 3. Discuss contributions of each figure.	• Interactive quiz on devices • Student-led research presentations.	Device flashcards; Literary biography sheets.	Abrams, M.H.; Various literary biographies.
11	Revision		• Review of term's work • Exam preparation.	Students will be able to: 1. Recall key content. 2. Apply knowledge to exam questions.	Mock test; Group quiz competition.	Revision notes; Past papers.	